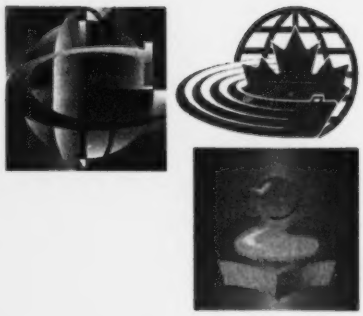
Catalogue no. 81-595-M — No. 071
ISSN: 1711-831X
ISBN: 978-1-100-11571-9

Research Paper

Culture, Tourism and the Centre for Education Statistics

Statistics Canada's Definition and Classification of Postsecondary and Adult Education Providers in Canada



by Larry Orton

Culture, Tourism and the Centre for Education Statistics Division
Main Building, Room 2001, Ottawa, K1A 0T6

Telephone: 1-800-307-3382 Fax: 1-613-951-9040

Statistics Canada Statistique Canada

Canada

How to obtain more information

For information about this product or the wide range of services and data available from Statistics Canada, visit our website at www.statcan.gc.ca, e-mail us at infostats@statcan.gc.ca, or telephone us, Monday to Friday from 8:30 a.m. to 4:30 p.m., at the following numbers:

Statistics Canada's National Contact Centre

Toll-free telephone (Canada and United States):

Inquiries line	1-800-263-1136
National telecommunications device for the hearing impaired	1-800-363-7629
Fax line	1-877-287-4369

Local or international calls:

Inquiries line	1-613-951-8116
Fax line	1-613-951-0581

Depository Services Program

Inquiries line	1-800-635-7943
Fax line	1-800-565-7757

To access this product

This product, Catalogue no. 81-595-M, is available free in electronic format. To obtain a single issue, visit our website at www.statcan.gc.ca and select "Publications."

Standards of service to the public

Statistics Canada is committed to serving its clients in a prompt, reliable and courteous manner. To this end, Statistics Canada has developed standards of service that its employees observe. To obtain a copy of these service standards, please contact Statistics Canada toll-free at 1-800-263-1136. The service standards are also published on www.statcan.gc.ca under "About us" > "Providing services to Canadians."

Culture, Tourism and the Centre for Education Statistics
Research papers

Statistics Canada's Definition and Classification of Postsecondary and Adult Education Providers in Canada

Larry Orton
Statistics Canada

Published by authority of the Minister responsible for Statistics Canada

© Minister of Industry, 2009

All rights reserved. The content of this electronic publication may be reproduced, in whole or in part, and by any means, without further permission from Statistics Canada, subject to the following conditions: that it be done solely for the purposes of private study, research, criticism, review or newspaper summary, and/or for non-commercial purposes; and that Statistics Canada be fully acknowledged as follows: Source (or "Adapted from", if appropriate): Statistics Canada, year of publication, name of product, catalogue number, volume and issue numbers, reference period and page(s). Otherwise, no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form, by any means—electronic, mechanical or photocopy—or for any purposes without prior written permission of Licensing Services, Client Services Division, Statistics Canada, Ottawa, Ontario, Canada K1A 0T6.

January 2009

Catalogue no. 81-595-M No. 071

Frequency: Occasional

ISSN 1711-831X

ISBN 978-1-100-11571-9

Ottawa

Cette publication est disponible en français (Nº 81-595-M nº 071 au catalogue)

Statistics Canada

Acknowledgements

Statistics Canada's Centre for Education Statistics would like to thank the staff of the Canada Student Loans Program at Human Resources and Social Development Canada who provided invaluable assistance during initial work on this project. Comments from federal and provincial government departments, the Association of Universities and Colleges of Canada, the Association of Community Colleges of Canada, the National Association of Career Colleges, the Canadian Association of Private Language Schools, and the Canadian Institutional Research and Planning Association, were all extremely helpful.

The author would also like to thank Michael Skolnik, Professor Emeritus, Department of Theory & Policy Studies, Ontario Institute for Studies in Education at the University of Toronto, and Dr. Alex McCormick, a former Senior Scholar at The Carnegie Foundation for the Advancement of Teaching and now Director of the National Survey of Student Engagement and Associate Professor at the Indiana University School of Education, for their careful reviews.

The author's colleagues at Statistics Canada, particularly François Nault and Eleanor Bouliane, contributed valuable feedback on the final version of this paper.

Note of appreciation

Canada owes the success of its statistical system to a long-standing partnership between Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued cooperation and goodwill.

Acronyms

ABHE	Association for Biblical Higher Education
ACCC	Association of Community Colleges of Canada
ATS	Association of Theological Schools
AUCC	Association of Universities and Colleges of Canada
BR	Business Register
CAPLS	Canadian Association of Private Language Schools
CRA	Canada Revenue Agency
CEGEP	Collège d'enseignement général et professionnel
CES/CTCES	Centre for Education Statistics/Culture, Tourism and the Centre for Education Statistics, Statistics Canada
CIRPA	Canadian Institutional Research and Planning Association
CSLP	Canada Student Loans Program
GST	Goods and Services Tax
HRSDC	Human Resources and Social Development Canada
NACC	National Association of Career Colleges
NAICS	North American Industrial Classification System
OECD	Organisation for Economic Co-operation and Development
PID	Public Institutions Division
PSIS	Postsecondary Student Information System
Register	Register of Postsecondary and Adult Education Providers
StatCan	Statistics Canada
TVOC	Trade/Vocational Enrolment Survey
UNESCO	United Nations Educational, Scientific and Cultural Organization

Foreword

Some years ago, the Centre for Education Statistics realized that the way in which it categorized postsecondary and adult education institutions no longer reflected the reality that was emerging. The Centre undertook a lengthy consultation that resulted in the classification described in this paper.

At the same time, the Centre developed a *Register of Postsecondary and Adult Education Providers* that would serve as a frame for the Centre's administrative surveys of enrolments, graduates, finance and faculty. The Centre has worked to identify and categorize every provider of postsecondary and adult education, and to hold the names of institutions and their categorization information in that Register, as described in this paper.

For financial reasons, the Centre has had to suspend the *Register*, effective October 2008.

Nonetheless, the need to categorize providers remains. This paper lays out the approach the Centre for Education statistics is taking in categorizing postsecondary and adult education providers.

François Nault
Director
Centre for Education Statistics

Table of contents

Acknowledgements		4
Acronyms		5
Foreword		6
Introduction		9
Section 1:	Definitions, classification variables, and identifiers	11
	Definitions	11
	Postsecondary education/Postsecondary education provider	11
	Adult education/Adult education provider	11
	Degree	11
	Implementation of these definitions	12
	Classification variables	12
	Provider status	12
	Sector	13
	Provider type and sub-type	15
	Relationship type	23
	Identifiers	25
	Aboriginal	25
	Distance education	25
Section 2:	The original proposals: feedback and discussion	27
	Scope	27
	Definitions	27
	Postsecondary	27
	Classification variables	28
	Sector	28
	Provider type and sub-type	28
	Relationship type	34
Conclusion		36

Table of contents

Appendix 1	37
Sources used by the *Register of Postsecondary and Adult Education Providers*	37
Appendix 2	39
Carnegie Foundation for the Advancement of Teaching	39
Appendix 3	42
North American Industrial Classification System	42
Appendix 4	44
Related US websites	44
Endnotes	45
Cumulative index	46

Introduction

> ...classifying things is perhaps the most fundamental and characteristic activity of the human mind, and underlies all forms of science.[1]

Rigorous statistics are based on a clearly delineated universe, and the entities in that universe need to be classified using very specific descriptions of their characteristics. Statistics Canada's Centre for Education Statistics (CES) will use the definitions presented in this paper to identify and classify the providers of postsecondary and adult education in Canada. Information on these providers will be maintained in a *Register of Postsecondary and Adult Education Providers* that will serve as a frame for the Centre's administrative surveys of enrolments, graduates, finance and faculty.

These definitions and the *Register* will allow the CES to be more certain of its survey coverage, and to respond to requests with more reliable information; for example, it will be able to give a more accurate count when asked for the number of universities or colleges in Canada.

This paper defines four major characteristics, or variables, by which providers will be classified:

1. Provider status: *Institution, Other*
2. Sector: *Public, Private not-for-profit, Private for-profit*
3. Provider type and sub-type (special purpose categories are divided further according to mission or mandate):
   - *University and degree-granting*
     - *primarily undergraduate; comprehensive; medical doctoral; special purpose*
   - *College and institute*
     - *degree-granting college and institute; multi-purpose; special purpose*
   - *Career college*
     - *degree-granting career college; multi-purpose; special purpose*
   - *Apprenticeship*
   - *Adult education*
     - *art; immigration centres; language, literacy, upgrading and second language; medical/health; Native friendship centres; professional; school board adult education; other*
   - *Consortium*
4. Relationship type: *Parent, Constituent part, Campus*

The paper also defines identifiers that are used to flag providers that exist primarily to serve Aboriginal students or to deliver distance education.

The need for a re-thinking of definitions and the universe the CES deals with has grown partly out of the differences among provinces and territories. But it has arisen also from the many changes that continue across the country. The longstanding CES surveys of public universities, colleges, trade-vocational, and apprenticeships programs were combined into a single survey that is better able to capture the increased diversity and complexity of postsecondary and adult education. That new survey was structured to be able to satisfy the growing demand for information on private for-profit institutions and in adult education. Over the years, the number and variety of providers increased, as had the number of stakeholders and their policy interests. At the same time, traditional distinctions are becoming increasingly blurred as colleges and institutes and private for-profit institutions are given limited authority to grant degrees, and as colleges and institutes develop research programs, some of which are funded by the national granting councils. As some colleges increasingly look like some universities, universities continue their longstanding involvement in adult education, and training that once was the prerogative of vocational centres has become available through community colleges.

The definitions and classification variables presented in this report are the result of consultations that began in January 2003 and continued through the spring of 2007. Following a year of consultation in which some 20 presentations were made to various stakeholders, the first set of definitions and a typology was proposed in "A new understanding of postsecondary education in Canada: A discussion paper" (released in January 2004). The extensive consultation was undertaken to ensure that the work would be useful to the entire community of stakeholders. Thus, the definitions reflect the important feedback on the proposals presented in the discussion paper.

This report is divided in two main sections. The first presents the definitions and typologies adopted by the CES. The second summarizes the feedback received following the 2004 discussion paper, the experience gained with the *Register*, and the changes that have been made. The conclusions were influenced by other developments outlined in appendices dealing with recent changes to the classification used by the Carnegie Foundation for the Advancement of Teaching and the North American Industry Classification System (NAICS). Another appendix provides information on the sources and approach CES uses to maintain its *Register*.

Section 1

Definitions, classification variables, and identifiers

Definitions

Statistics Canada's definitions and classifications were used as a starting point in order to ensure compatibility with other Statistics Canada and international work. We will begin with definitions of *postsecondary*, *adult education* and *provider* so as to be clear about what exactly comprises *postsecondary and adult education providers*. The concept of *degree* is also introduced and defined at the outset because it is used in the subsequent discussion of provider type.

Provider

A *provider* is an institution or other organizational entity involved in providing an educational service.

Postsecondary education/Postsecondary education provider

Postsecondary education includes formal educational activities for which high school completion is the normal entrance requirement. Postsecondary education providers develop and deliver formal educational activities and award academic credentials to people for whom the normal entrance requirement is high school completion.

Adult education/Adult education provider

Adult education includes both vocational and non-vocational education, which is consistent with the broader view adopted by UNESCO and the Organisation for Economic Co-operation and Development (OECD). Adult education providers are distinguished by the way they deliver their programs and by their audience. Their delivery methods make their programs accessible to those who are employed. Their audience is those who have completed or left their initial period of formal study, whether it ended before completion of secondary school or after completion of one or more degrees. Adult education providers' courses or programs may or may not lead to academic credentials and may or may not be directly related to occupational preparation.

Degree

The CES considers a *degree* to be a document that a government has agreed can be awarded and referred to as a *degree*. A degree is awarded upon successful completion of a program of study, usually three or four years in length for a first degree and between one and four or five at the graduate level. Nomenclature varies, but degrees include applied, bachelor's, master's, and doctorate.

An *associate degree* is relatively uncommon in Canada and represents a special case. This type of degree is awarded by a college or institute to recognize work a student has completed (usually two years) in a formal transfer program before the student goes to a university. While they are technically degrees, since they are awarded with the appropriate authority, associate degrees will not be counted in two important respects. First, they will not be considered in deciding if the provider is to be considered in the classification described here. Second, they will not be considered when the CES is asked to report the number of degrees awarded in Canada.

Implementation of these definitions

Postsecondary providers must be recognized as such, based on these factors:

- Education must be part of the provider's mission - The provider must offer programs that are available to (that is, they must be advertised to) the general public; this would exclude, for example, businesses or hospitals that offer training exclusively to their own staff.
- Recognition - The provider offers programmes leading to degrees, diplomas, or certificates that are recognized by the academic community in Canada, by similar providers, by provincial or territorial governments, or by appropriate professional or business organizations.
- Membership - The provider is a member of, or recognized by, a national accreditation or professional organization that is recognized by provincial or territorial governments or by foreign governments. While institutional accreditation is not a major feature of postsecondary education in Canada, membership in or recognition by organizations such as the Association of Universities and Colleges of Canada (AUCC), the Association of Community Colleges of Canada (ACCC), the National Association of Career Colleges (NACC), the Association for Biblical Higher Education (ABHE), and the Association of Theological Schools (ATS) will be considered.
- Affiliation - The provider may be affiliated, associated or federated with, or owned by, a recognized provider.
- Recognition by government – Recognition by a province or by the Canada Student Loans Program (CSLP) or other federally funded programs for supporting postsecondary programs. With very limited exceptions, postsecondary providers derive their authority to function and grant degrees from the province in which they are located.

Classification variables

Provider status

Institution

An *institution* meets the following four conditions:

1. maintains a complete set of accounts separate from its parent;
2. is entitled to own assets in its own right;
3. is able to incur liabilities, enter into contracts, and accept obligations on its own behalf;
4. is able to make economic decisions and engage in economic activities for which it can be held directly responsible and accountable by law.

This description is consistent with international definitions and with the definitions used by Statistics Canada's Public Institutions Division (PID).

Other

Other includes all other organizational entities involved in providing an educational service. The CES does not intend to include the entire non-institutional sector; in fact, very few *other* providers will be included.

The Centre's objective is to collect data that will fully reflect Canadian postsecondary and adult education. To be comprehensive, the CES needs to include some activities generally considered to be postsecondary but that would be excluded if data collections were limited to "institutions". Excluding these activities could lead to some undercounting and/or misrepresentation of postsecondary activity in Canada.

Examples include services that operate as programs of a government department rather than as actual institutions. These include apprenticeship training; agricultural and nursing schools; health care training such as radiation therapy, respiratory therapy, and ultrasound diagnosis; and specialized schools operated by the federal or provincial government(s) to provide training for police, fire prevention officers, workers in the forestry industry, flight controllers, and Coast Guard officers. Professional associations such as bar societies might also be included since their courses or programs are available to the public and secondary school graduation is a minimum qualification for membership. The Canada Student Loans Program (CLSP) and the Canada Revenue Agency (CRA) both recognize these associations.

The CES will make decisions on a case-by-case basis, considering the recognition factors noted above under "Implementation of these definitions." Should resources be limited, the CES will concentrate on the larger providers and on those that have a clear and immediate labour market focus.

Sector

Statistics Canada's standards are applied to classify postsecondary providers in the following sectors: *public*, *private not-for-profit,* or *private for-profit*[2]. Four features are considered:

1. Constituting authority/Ownership – Ownership indicates to whom the assets would revert in the event of liquidation and is usually associated with the constituting authority, or the name on the legal deed to the property.
2. Control through funding – Funding may be provided by any level of government, whether federal, provincial, or municipal. The funding might also be provided by a body created by government; for example, an institution operated by a school board. The funding does not include loan guarantees; tax breaks; or student loans, grants, and sponsorships.
3. Control through accountability – Control normally consists of funding and accountability, but also involves the potential to affect strategic decision-making processes. Such strategic decisions include the acquisition or disposal of assets, the appointment of the chief executive officer, the allocation of resources, or the diversification of activities. An accountability relationship exists if one provider is responsible to another for financial and related matters. A postsecondary provider is accountable to government if **one** of the following conditions is met:

- Its budget is approved by a government or one of its agencies;
- its operations and use of resources are reflected in the government's financial accounts;
- it undergoes official audits and reports to a government;
- its financial accounts are subject to examination by the auditor general; or
- its employees negotiate collective agreements with a government.

4. Operating activities –Various operating activities are important: whether the provider operates for a profit, whether borrowing is required, and what constitutes the objectives of the programs offered.

Implementing the definition of Sector

Distinguishing *public* and *private not-for-profit*:

Applying these standards to postsecondary and adult education providers can be confusing. On the one hand, governments provide more than 60% of the operating costs for some not-for-profit providers and governments report the data for those providers. On the other hand, changes in government funding and tuition increases mean that some public universities now receive more than 50% of their funding from non-government sources.

Constituting authority or ownership is the primary distinction between public and private. When ownership is not apparent, the involvement of government in the control of the provider is the most important distinction. *Control* is defined as the potential to affect strategic decision-making, either through funding or accountability requirements. *Strategic decision-making* refers to matters such as the acquisition or disposal of assets, the appointment of the chief executive officer, the allocation of resources, and the diversification of activities.

Distinguishing *private not-for-profit* and *private for-profit*:

For-profit postsecondary providers are motivated primarily by the intent to make a profit for the individuals or shareholders who control the provider. The profit may be paid in either regular or irregular payments and may be in the form of payments from operating income or as a capital gain. Their legal basis is a business corporations act or some equivalent. They generally report finances to the department of government responsible for businesses, but they may also report to the branch of the department of education that is responsible for private institutions. Virtually all provinces have an act covering private vocational schools or career colleges that is administered by the Minister of Education or Advanced Education. The institutions licensed under those acts are generally listed on a government website; any institution identified as *licensed* or *recognized* can generally be assumed to be for-profit. For-profits tend to be members of organizations of other for-profits. In Canada, the National Association of Career Colleges (NACC) is the major national organization, and any member college can be assumed to be for-profit.

Not-for-profit providers are motivated primarily by the wish to provide a service. They may be wholly owned by another non-profit organization such as a church body. Their legal basis is a societies act or the act that is used to create churches (sometimes called the *Religious Societies Lands Act*), or a private act of a legislature

or the National Assembly. They report to a part of government that is responsible for organizations other than businesses; for example, they may report to the Ministry of Education. Not-for-profits tend to be members of organizations such as the Association of Universities and Colleges of Canada (AUCC) and the Association of Community Colleges of Canada (ACCC). Not-for-profits may escape the notice of government departments.

Provider type and sub-type

This section provides the definitions of the six types and many sub-types of postsecondary and adult education providers identified in Table 2.

The first three types (*university and degree-granting*, *college and institute*, and *career college*) are commonly used in Canada and internationally. Their categorization depends on legal basis, mission and control, primary purpose, academic authority, research, recognition or accreditation, field of instruction, sector, and various operational characteristics as described in Table 3.[3]

University and degree-granting

University and degree-granting institutions are created under the authority of a province's universities act or the equivalent, or under a societies act or equivalent with education as a primary purpose, or under appropriate legislation in the case of a for-profit institution.

Table 1
Understanding Sector

Characteristics	Public	Private not-for profit	Private for-profit
Constituting authority or ownership	Public institutions are established or acquired by government.	Not-for-profit private institutions are established or acquired by a body normally established as a non-profit corporation or as a charity.	For-profit private institutions are established or acquired by individuals or shareholders under a corporations act with the intention of making a profit.
Control through funding	Fifty percent (50%) or more of an institution's operating or capital funding is provided by government or a government body.	Forty-nine (49%) or less of an institution's operating or capital funding is provided by government or a government body.	Government funding is rarely involved except to purchase a service or to provide support to students.
Control through accountability	The institution is accountable to government, usually annually, especially for funding.	The institution is accountable to a non-profit organization.	The institution is accountable to the owner(s).
Operating activities	The institution does not operate for a profit.		The institution operates for a profit
	Borrowing requires government approval.	Borrowing does not require government approval.	
	It may be seen as providing programs as an agent of government or as implementing government policy by providing services for a collective benefit.	It provides programs for a collective benefit. Normally, a non-profit institution is legally constituted as non-profit organization or charity and is exempt from income tax.	The institution sells goods and/or services to the public; is legally constituted as a business; pays income tax; and remits operating surplus to owner or shareholders.

These institutions are created primarily for the purposes of offering degree programs and to conduct research. They generally have complete authority to set their own academic standards and priorities. Within the institution, the supreme authority on all academic policy is generally a body on which faculty predominate. Their mission statements generally emphasize non-economic goals. Universities contribute to knowledge through research, which is part of university mandates; all faculty are expected to participate in research. Academic freedom is a cornerstone of university operation.

Membership in the AUCC indicates that the institution is a university and degree-granting institution. Either the entire institution or certain parts of it may also be recognized by a regional or specialized accreditation body either in Canada or elsewhere. A university and degree-granting institution may operate as a public, not-for-profit, or for-profit institution, and high school completion is generally required for admission.

A province may effectively exempt denominational institutions from any degree-granting restrictions of its universities act or equivalent. Institutions that offer degrees under such an exemption will be classified as "university and degree-granting" institutions.

University and degree-granting sub-types

Primarily undergraduate

Primarily undergraduate institutions focus on first degrees, usually Bachelor of Arts (BA) and Bachelor of Science (BSc) degrees, and have relatively few graduate programs. (This group includes all of those institutions that are classified as such in the *Maclean's* magazine's annual ranking of Canadian universities.[4])

Comprehensive

Comprehensive institutions have a significant amount of research activity and a wide range of programs at the undergraduate and graduate levels, including professional degrees. (This group includes all of those institutions that are classified as such in the *Maclean's* ranking.)

Medical doctoral

Medical doctoral universities are those with a broad range of doctoral programs and research, as well as medical schools. (This group includes all of those institutions that are classified as such in the *Maclean's* ranking.)

Special purpose

Special purpose universities and degree-granting institutions are those whose programs, missions, or mandates identify a specific field of study. These institutions typically award a majority of degrees in a single field.

Table 2
Provider types and sub-types

University and degree-granting		
Primarily undergraduate	Comprehensive	
Medical doctoral	Special purpose (1)	
College and institute		
Degree-granting college and institute	Multi-purpose	
Special purpose (2)		
Career college		
Degree-granting career college	Multi-purpose	
Special purpose (3)		
Apprenticeship		
Adult education		
Art	Immigration centres	
Language	Literacy, upgrading and second language	
Medical/Health	Native friendship centres	
Professional	School board adult education	
Other		
Consortium		
Special purpose sub-types		
(1) **University and degree-granting**		
Business and technical	Fine arts	Medical/Health
Religious and theological	Other	
(2) **College and institute**		
Business	Computer-related	Fine arts
Language	Marine and fisheries	
Medical/Health	Protection	Religious and theological
Technical and trade	Other	
(3) **Career college**		
Business	Computer-related	Commercial driver training
Fine arts	Flight	Language
Medical/Health	Personal care	Protection
Technical and trade	Other	

College and institute

Colleges and institutes are created under the authority of a province's colleges act or equivalent or under a societies act or equivalent, with education as a primary purpose.

These institutions are created primarily to offer certificate, diploma, and transfer or continuing education and professional development programs requiring less than three years of full-time study. They are often circumscribed by government and often need to seek government approval to introduce new programs, especially degree programs. Their mission statements typically emphasize economic goals. Research may be part of a college or institute's work, but it is rarely expected of the faculty. Any research is usually of an applied nature.

There is no generally accepted institution-level accreditation of colleges and institutes; however, the entire institution or certain parts of it may be recognized by a regional or specialized accreditation body either in Canada or elsewhere. Academic freedom is not part of the colleges and institute tradition and is tenuous and uncertain. A college/institute may be a member of the ACCC. It is always either a public or a not-for-profit institution, and high school completion is generally required for admission.

College and institute sub-types

Degree-granting college and institute

An increasing number of institutions that were created as community colleges or technical institutes are gaining the authority to grant degrees. Even though that authority is usually limited to specific programme of study, to a type of degree (applied), or for a specific period of time, such a college or institute will be classified as a *degree-granting college and institute*. Degree-granting colleges and institutes operate in many parts of Canada, including British Columbia, Alberta and Ontario.

The *degree-granting college and institute* sub-type does not include primarily undergraduate universities that may use the expression "university college" in their name or that receive their degree-granting authority under a universities act or equivalent. These institutions may have a somewhat different full legal name (for example, the University of King's College in Halifax is sometimes referred to as King's University College), yet they are classified as *university and degree-granting*.

Even though the authority to grant degrees is often limited to some extent, degree programs are becoming significant in some institutions. To ensure inter-provincial comparability and comparability with other countries, the CES will classify institutions as the appropriate sub-type of *university and degree-granting* rather than as *college and institute* if they meet **one** of these conditions:

- The institution is specifically recognized as a "university" under Canadian legislation.
- The institution is accepted as a member of the AUCC.
- The institution is accredited as a university by a recognized accreditation body.
- Using a three-year rolling average, 50% of the institution's enrolment is in degree programs requiring three or more years of full-time study.

If one of these conditions is met, then for statistical purposes the institution will be counted under *university and degree-granting* and placed in the appropriate sub-type. While it may be needed only in rare cases, the final condition gives the CES a neutral criterion to ensure a high level of inter-provincial comparability.

Multi-purpose

Multi-purpose colleges and institutes offer a broad range of one-, two-, and three-year programs.

Special purpose

Special purpose colleges and institutes are those whose programs, missions or mandates identify a specific field of study. These institutions typically award a majority of certificates and/or diplomas in a single field.

Career college

Career colleges are created under the authority of a province's business corporations act or equivalent. These institutions are created primarily to offer certificate, diploma, and transfer or continuing education and professional development programs requiring less than three years of full-time study. Career colleges have complete autonomy within the business acts under which they are created and, although the

Board or owner has the authority to authorize the offering of certificate or diploma programs, some or all of these programs must be authorized under a province's private vocational school act or the equivalent.

In some provinces, career colleges may obtain the authority to offer degrees; however, in these cases, the institution must seek approval from government or a government-appointed body. Mission statements for career colleges always emphasize economic goals. There is no generally accepted institution-level accreditation of career colleges, yet the whole institution or certain parts of it may be recognized by a regional or specialized accreditation body either in Canada or elsewhere. A career college may be a member of the NACC.

The major differences between *career colleges* and *colleges and institutes* are legal status and sector. Career colleges are always for-profit institutions, while colleges and institutes are never for-profit. Career college admissions generally require high school completion.

Career college sub-types

Degree-granting career college

As in the case of colleges and institutes, career colleges are gaining the authority to grant degrees, even though that authority is limited to specific programme of study, to a type of degree, or for a specific period of time. To ensure inter-provincial comparability and comparability with other countries, those institutions may need to be treated differently. The CES will classify institutions as the appropriate sub-type of *university and degree-granting* rather than as *career college* if they meet **one** of these conditions:

- The institution is specifically recognized as a 'university' under Canadian legislation.
- The institution is accepted as a member of the AUCC.
- The institution is accredited as a university by a recognized accreditation body.
- Using a three-year rolling average, 50% of the institution's enrolment is in degree programs requiring three or more years of full-time study.

If one of these conditions is met, then for statistical purposes the institution will be counted under *university and degree-granting* and placed in the appropriate sub-type. While it may be needed only in rare cases, the final condition gives the CES a neutral criterion to ensure a high level of inter-provincial comparability.

Multi-purpose

Multi-purpose career colleges are those with a broad range of one- and two-year programs.

Special purpose

Special purpose career colleges are those whose programs, missions or mandates identify a specific field of study. These institutions may offer any credential type or program level, but they typically award a majority of certificates and/or diplomas in a single field. The majority of career colleges specialize in particular subject areas, ranging from personal care, through computing services, flight schools, and commercial driver training to protection services.

Table 3

Understanding university and degree-granting, college and institute and career college

Characteristics	University and degree-granting	College and institute	Career college
Legal basis	Constituted by its own Act, or by a province's universities Act or equivalent, or a societies act or equivalent, with education as a primary purpose. Degree-granting authority may be exempted.	Constituted by its own act or by a province's colleges act or equivalent societies act or equivalent, with education as a primary purpose	Constituted as a business, generally with education as a primary purpose
Mission and control	High degree of autonomy and ability to establish own missions and priorities. Mission statements generally emphasize non-economic objectives.	Autonomy, and especially control over their missions, is circumscribed by government. Mission statements almost always emphasize economic objectives.	Autonomy is complete within the business acts under which they are created. Mission statements always emphasize economic objectives.
Primary purpose	To offer degree programs (baccalaureate, masters, doctoral or post-graduate) and to engage in research.	To offer certificate, diploma, and transfer or continuing education and professional development programs requiring less than three years of full-time study.	
Academic authority	University senate or equivalent body on which faculty predominate is the supreme authority on all academic policy and determines what degrees are to be offered.	Government authorizes degrees, if any.	
		Board/Owner authorizes certificates and diplomas.	
		Where they exist, faculty councils generally have advisory role.	Faculty councils rarely exist.
Research	Curiosity-based research is part of the institution mandate and is expected of all faculty. Advancement of knowledge is part of a university's raison d'être.	Applied research may be part of institutions' work but is generally not expected of faculty.	Research is not expected
Recognition or accreditation	Member of the AUCC. Recognized accreditation, such as by a regional or specialized accreditation association recognized by the U.S. Department of Education.	Programs may be accredited by specific accreditation bodies.	Programs are authorized under the *Private Trade Schools Act* or equivalent and may be accredited by specific accreditation bodies.
Fields of instruction	Disciplines in the arts and sciences and major professions.	Either the lower levels (first two or three years) in the same disciplines offered by universities, or in applied fields not covered by universities.	
	Most programs not highly job-specific.	Programs are oriented to the labour market.	Programs are very job-specific.
Sector	Public, private not-for-profit, or private for-profit	Public or private not-for-profit	Private for-profit
Possible operational characteristics	Academic freedom is a cornerstone.	Academic freedom is tenuous and uncertain.	Academic freedom is virtually non-existent.
	AUCC member.	ACCC member.	NACC member.
	Admissions: Normally, high school completion for all programs.	Admissions: High school usual for most programs.	
	Response to need for new programs is generally slow.	Response is generally rapid.	Response is very rapid.

Apprenticeship

All provincial and territorial governments have staff responsible for an *apprenticeship* program. Usually, they form an apprenticeship branch that is part of a department of education, labour, or the equivalent.

The apprenticeship branches register students, monitor their progress through the prescribed program, provide counselling and advice to the apprentice, award the certificate upon successful completion of the apprenticeship, and maintain comprehensive records. In all jurisdictions except Quebec, these branches assign apprentices to the in-school portion of their training, usually undertaken at a college or technical institute. The certificates awarded are generally at a senior level in the trade but are not generally recognized as certificates that lead to more advanced study.

Adult education

Adult education providers are *public* or *not-for-profit* and differ from *College and institute* providers in the nature of their program delivery and their audience. *Adult education providers*' programs use delivery methods that make them accessible to those who are employed and who have completed or left their initial period of formal study. That period of initial study may have ended before completion of secondary school or after completion of one or more degrees. *Adult education* providers' courses or programs may or may not lead to academic credentials and may or may not be directly related to occupational preparation.

If it were possible to compile a complete list of adult education providers, the list would be very long indeed. As resources permit, the CES will add to its list and the categorization will become more extensive. For now, these sub-types are sufficient for the providers that have been identified.

Adult education sub-types

Art

Art includes the Graphic arts, Performing arts, and Film. Art therapy is included under *Medical/Health*.

Immigration centres

Immigration centres are usually community-based or government-sponsored agencies that provide education, employment, settlement, and social services to communities of immigrants. The CES is interested in those centres that focus mainly on education.

Language

Language includes all language schools that teach languages other than one of Canada's official languages.

Literacy, upgrading and second language

Literacy, upgrading and second language organizations provide education in one of the three areas named. Although immigration centres and Native friendship centres can be seen as part of this category, separate categories are used because they have clearly identified target audiences and because there are substantial numbers of such providers.

Medical/Health

Medical/Health would include art therapy and paramedics training.

Native friendship centres

Native friendship centres, sometimes called "First Nations learning centres," are specialized agencies that provide assistance to Aboriginal peoples who move to the larger urban areas of Canada, primarily to seek an improved quality of life. The centres liaise with other community organizations to provide referrals and counseling on employment, housing, education and health. The centres are generally members of a provincial association of Native friendship centres or the national association of friendship centres.

Professional

Professional includes CMA (Certified Management Accountants), CGA (Certified General Accountants) and Law societies.

School board adult education

Many school jurisdictions whose primary mandate is elementary and secondary education also offer a broad range of programs directed at adults. *School board adult education* programs are typically offered as evening or weekend activities in high schools. Sometimes they are offered at facilities specifically designated as adult high schools or, in a few cases, at colleges or community colleges. The programs offered may be credit-free or non-credit, academic upgrading, or vocational training.

As resources permit, the *Register* will be adding all facilities owned and operated by school jurisdictions that are directed exclusively or primarily at adult students. A *facility* has its own administration; the physical facility is usually stand-alone but it may be part of another physical facility owned by the school jurisdiction.

Consortium

Consortia generally form when two or more providers decide that they can make better use of their resources and/or avoid duplication if they combine their strengths rather than continue to work independently. In the academic world, the word can describe the relationship of two or more independent providers collaborating to deliver a service such as library, admissions, counselling, or teaching. A *consortium* has these characteristics:

- It uses the word "consortium" in its name.
- It might offer courses in its own name, although its primary purpose is to offer education services to member providers.
- It generally obtains funding from member providers, either directly or indirectly. Third-party funding, such as from government, usually flows through a member provider.
- It almost always has limited or no independent authority for making academic decisions. These decisions are made either by one or more members of the consortium or by the members jointly. The member providers decide which programs to offer; which academic awards to confer; which students to admit, promote and graduate; and which faculty to hire and promote.
- Almost always, member providers report student, graduate, faculty and finance information to government.

Implementation of provider type and sub-type

Although it is relatively easy for the CES to establish complete lists of certain types of providers, it still needs to ensure a consistent classification. All *university and degree-granting institutions* generally belong to certain associations or are identified on provincial government websites. All *colleges and institutes* can be similarly identified.

The challenge becomes greater with respect to *career colleges* because association memberships include only a portion of the total number and licensing requirements vary somewhat from one jurisdiction to the other. The challenge is even greater with respect to *adult education*; for example, there is no straightforward way to identify what may be dozens of providers such as retreat houses that offer liberal studies types of programs.

Relationship type

Relationship type describes the way providers might be related to one another, usually through a formal agreement dealing with the admission of students, the awarding of degrees, funding, or research.

There are many terms commonly used in postsecondary and adult education providers. The CES will use *parent*, *constituent part*, and *campus*. A *parent* and a *constituent part* meet the definitional requirements to be classified as an institution; a *campus* does not. Thus, if a school, centre, institute, or even a consortium or faculty can be defined as an *institution*, it would be classified as a *parent* or *constituent part*; if it is not an *institution*, then it would be classified as a *campus*.

The number of providers can be counted at the level of the parent alone, or parents and constituent parts can be counted. A campus will not be counted when the CES is asked to give the number of institutions in a given category. Thus, for example, Laurentian University can be counted as a single institution or as six if the parent and constituent parts are counted:

Laurentian University	
Main campus	Laurentian University
Federated	Huntington University
Federated	Thorneloe University
Federated	University of Sudbury
Affiliated	Algoma University College
Affiliated	Université de Hearst
Main campus	Université de Hearst, Campus de Hearst
Campus	Université de Hearst, Campus de Kapuskasing
Campus	Université de Hearst, Campus de Timmins

Both a constituent part and a campus may be assigned a provider type or sub-type that differs from that of the parent. For example, a *medical doctoral* or *comprehensive* university may have constituent parts or campuses that are *primarily undergraduate* or *special purpose/religious and theological*.

Parent institution

Some institutions resemble federations of legally independent institutions. In such cases, the *constituent parts* and *campuses* report to the *parent* institution for one or more purposes.

Constituent part

A *constituent part* is an institution that may have one or more of these characteristics. It

- has academic, research, or administrative ties to its parent institution;
- may have been created by another institution but has since gained some independence;
- may have begun life as an independent institution before surrendering some of its power to another institution;
- retains either administrative or academic independence. It may be responsible for some or all of its own administration, or some or all of its degree-granting. It has willingly surrendered some of its powers to another (parent) institution; and it
- has significant independence in its academic affairs (program and admissions requirements, and hiring of faculty).

In the academic world, federated, affiliated or associated institutions can make up important parts of universities. The CES considers all of these to be *constituent parts*. Thus, in the example, Laurentian would be the *parent*, and Huntington, Thorneloe, Sudbury, Algoma, and Hearst, the constituent parts.

Franchised institutions in the private sector, in the case of career colleges, are a special case. In the private-for-profit sector, a *franchise* is a right to engage in a business in which one party (the franchisee) is required to make payments to the other (the franchisor) as a condition of acquiring the business (or franchise) and:

- the franchisor gives the franchisee the right to sell its goods under the franchisor's trademark, and asserts significant control over the franchisee's business

or

- the franchisor gives the franchisee the rights to distribute the franchisor's goods and the franchisor (or a third party designated by the franchisor) provides local assistance.

A franchise holder who does not have the freedom to change program and admission requirements to a significant extent would be a campus. In practice, since franchise agreements are proprietary documents that the CES has neither the authority nor the resources to review to determine the amount of academic freedom held, franchises will be classified as constituent parts unless readily available information indicates that they should be classified as campuses.

Campus and main campus

A campus is not an *institution* as defined above under *provider status*. The word *campus* refers to the grounds of an academic institution, but the term is also used for a facility created by an institution (parent or constituent part) to help it deliver instruction, to provide an educational support service, or to conduct research. A campus generally has an administrative head called a principal or dean.

The concept of *campus* has been added to improve analysis, and in particular to help to understand student access. For that reason, although a faculty, school, or centre would be a *campus* as described here, the CES is interested in identifying campuses primarily when they are some distance from the *main campus*.

Main campus identifies an institution's centre of operations, and all institutions have a main campus. When an institution has several campuses, the main campus is typically the largest campus or the one with the longest history. The main campus houses the permanent office of either the Chair of the Board of Governors or the Chief Executive Officer, or the meeting place of the Board of Governors. All institutions have at least one campus (a main campus). The main campus for apprenticeship and distance learning programs is the administrative or head office.

Identifiers

An *identifier* aids research by noting those providers whose programs, mission, mandate, or practice state their intent to serve a special clientele or use some special approach. Identifiers are used so that Aboriginal and Distance education providers can be listed.

Aboriginal

An aboriginal provider has one or more of these characteristics:

- It is controlled by one or more of the First Nations, Inuit, or Métis groups;
- receives at least 25% of its funding from one of these groups or from funds that either the federal or a provincial government has set aside for First Nations, Inuit and Métis programs;
- is located on a reserve;
- has a mission or mandate to serve First Nations, Inuit and Métis peoples; or
- is a member of the National Association of Indigenous Institutes of Higher Learning or one of its affiliates or counterpart associations.

"Control" in this context is interpreted as it is in defining Sector.

Distance education

Canada has a number of public institutions that have been created with a mandate to provide programs using distance delivery. A substantial number of private institutions use distance education as well, and their operation is often of special interest to researchers.

Table 4

Understanding Relationship type

Characteristics	Institution		Campus
	Parent	Constituent part	
Authority	The institution is the final authority (apart from political approval) in funding and academic decisions.	Some questions regarding academic matters and funding are referred to a more senior, non-political body.	Same as constituent part.
Administration	Headed by a president or principal (CEO) who reports to a board or political body. The CEO is the most senior non-political administrator.	The administrative head (principal or dean) reports to a CEO and not to an independent board or political body.	Same as constituent part.
Funding	Obtained directly from government (in the case of public institutions) or private sources (in the case of private institutions).	Obtained through a central administrative office. May raise money privately. May deal with government. There is an attempt or requirement to coordinate funding and government relations with the parent institution.	Obtains funding through a central administrative office and has no dealings with government or private sources.
Admissions	The institution is the final authority in decisions on admissions policies and individual student admissions.	May have responsibility for admissions and its own registrar but admissions policies are generally set by the parent institution. A *college* may set policies with respect to a single program.	Same as constituent part.

Section 2

The original proposals: feedback and discussion

The proposals in the 2004 paper, "A new understanding of postsecondary education in Canada: A discussion paper," were generally well received and the exercise was deemed useful. There was consensus that definitions and classification variables are necessary, particularly the three variables for classifying providers and the inclusion of private career colleges. Changes have been made to address substantive concerns. This section explains the positions taken by the CES.

Scope

The original proposal was to classify *institutions*, even though some organizations of interest to the Centre for Education Statistics (CES) and to policy-makers do not meet the definitional requirements to be classified as an "institution". To ensure a comprehensive collection of data that fully reflects Canadian postsecondary and adult education, the terminology has been expanded. The classification and its associated *Register of Postsecondary and Adult Education Providers* will refer to *providers* rather than institutions.

Provider is used in academic literature and publications by national, professional, and government organizations as a generic reference to universities, colleges and other education service providers. The term *provider* is also widely used in adult and postsecondary education.[5]

Definitions

Postsecondary

The following definition of *postsecondary* was originally proposed: "All formal educational activities offered to people normally considered 'adults' or for which the normal entrance requirement is either high school completion or reaching adulthood." Although many were satisfied with this comprehensive definition, others considered it too broad because it led to the inclusion of *adult education* institutions not usually considered postsecondary. It was also suggested that the definition should reflect the important difference between postsecondary and adult education.

Others argued that the completion of secondary school is a necessary prerequisite for postsecondary education. The definition proposed in the discussion paper, however, included basic literacy, life skills, adult basic education, and other similar courses if offered primarily to adult students.

To distinguish postsecondary from adult education, each will be defined separately, but both types of education remain in-scope. Hence, the CES *Register*

has been named the *Register of Postsecondary and Adult Education Providers* and will be commonly referred to as the *Providers Register* or just *Register*.

Classification variables

Sector

Two major areas of concern emerged: the application of the sector categories to universities and the possible use of another category to recognize First Nations and Métis providers.

No organizations disagreed with the definitions of *public*, *not-for-profit* or *for-profit*. However, there were profound differences regarding universities. On the one hand, informal feedback indicated that "there is no such thing as a public university in Canada." On the other hand, the Public Institutions Division (PID) at Statistics Canada considers all universities, by definition, public. These points of view seem irreconcilable.

There is no doubt that private initiative was responsible for the creation of many Canadian degree-granting institutions and that, in many cases, the ownership of real assets remains in private hands and beyond the control and direction of government. As well, a good number of universities receive more than 50% of their funding from non-government sources. However, in many of these cases, "control," in the sense intended by PID, rests with government. These institutions are generally accountable to governments.

To ensure national and international consistency, the CES will follow Statistics Canada definitions and the proposal in the original discussion paper will stand. In co-operation with the providers themselves and with other divisions of Statistics Canada, *providers* will be classified as *public*, *not-for-profit*, or *for-profit*. Because the initial definitions seemed to prevent for-profit providers being classified as universities, the definitions were reworded to reflect *for-profit degree-granting* providers.

There were some suggestions that a separate sector, or a new sub-sector category, might be the appropriate way to recognize First Nations and Métis providers. A new sector might have public, not-for-profit, for-profit, and Aboriginal. As a sub-sector, Aboriginal might be part of the public sector. Because this is still under development in PID, Aboriginal providers will continue to be identified as a sub-type rather than as a sector or sub-sector. Different orders of government are not identified at any point in the classification.

Provider type and sub-type

Three interrelated issues raised the most concern:

1. the difference between *university and degree-granting* and *college and institute*;
2. the *degree-granting college and institute* sub-type; and
3. the criteria for re-classifying a *degree-granting college and institute* as a *university and degree-granting*.

These categories were revised and clarified as a result of the feedback received.

University and degree-granting versus *college and institute*

The most basic issue was the distinction between *university and degree-granting* and *college and institute*. The view was expressed that this distinction is blurred to the point that no distinction should be made at all, and that statistics on enrolments, faculty and finances should be made by program types, degree programs versus career technical programs, irrespective of the provider type. This view is bolstered by the increasing number of degree programs offered by colleges and institutes and by the realization that most university and degree-granting institutions offer non-degree programs.

Capturing this distinction presents practical problems, however. While it is possible to count students and graduates by type of program based on the Postsecondary Student Information System (PSIS), providers themselves often lack the data to separate faculty and finances in the same way. There are also legal, organizational, funding, and policy differences between *university and degree-granting* and *college and institute*. The legal distinctions are reflected in those provinces that have one legal basis to constitute colleges, a colleges act, and another to constitute universities, a universities act. Furthermore, to the extent that one province or another funds their colleges and universities differently—either for capital or operations—there is a funding basis for the distinction.

The organizational distinction is reflected in the national associations supported by the two types of institutions. As well, some provincial ministries have separate branches, one for colleges and another for universities. There may also be other policies that treat the two differently, whether for access (students), program approvals, academic freedom, or for hiring and compensating faculty.

The *degree-granting college and institute* sub-type

This sub-type acknowledges that some colleges and institutes have degree programs. When a college or institute is granted the authority by the government to offer a degree program, it is moved to that sub-type. The CES therefore opposes the view that the *applied degrees* offered by colleges and institutes are not "real" degrees, and that there is a difference between applied degrees and baccalaureate degrees that "will be clarified over time."[6] Nonetheless, the definition makes clear that the authority to grant degrees is generally limited.

Changing classifications – becoming a university

The discussion of this issue included the weighting to be given to the factors suggested and the addition of an additional condition that allows for provincial recognition as a university. The role of the Association of University and Colleges of Canada (AUCC) was also discussed; in particular, the way in which the final condition dealing with enrolment level might work.

Legislative recognition has been added to the original criteria, and the enrolment level criterion has been modified. Some outside the AUCC suggested that organization be given the sole authority to decide whether an institution should be classified as *university and degree-granting*. That idea was not accepted since doing so would require the association to do things it may not be prepared to undertake, notably to accept and deal with membership applications from a broader range of institutions than it has traditionally accepted as members and to accept the

role of an accreditation agency. More importantly, the role might be seen as giving it authority over provincial legislatures.

One source was concerned that a recognized accrediting body could be a sufficient indication that a institution is a university and degree-granting institution, even if this includes theological colleges. The accreditation process is well established in the United States and elsewhere, and is used to a limited extent in Canada. Provinces that have formal processes for allowing foreign providers to operate in their jurisdictions generally use accreditation by "a recognized accrediting body" as a criterion for approval. Any such accreditation would be a sufficient, but not a necessary, criterion for placing a provider in the university and degree-granting category.

Although some readers thought the discussion paper dismissed associate degrees. Although the CES recognizes their importance, it will not consider associate degrees in determining classification, or include them in the reported number of degrees awarded.

Foreign institutions

Some asked whether foreign degree-granting institutions that offer programs in Canada are included and, if so, whether they should be in a separate category. The answers are "yes" and "no," respectively.

Foreign providers or their campuses that offer programs in Canada are included to give a comprehensive understanding of postsecondary education in Canada. At least three provinces have taken steps to monitor the activities of foreign providers,[7] and the Canada Student Loans Program (CLSP) supports Canadians who study at these providers. Including the providers will make it possible to identify the number operating in various parts of Canada and to eventually survey them to gather information on their students, graduates, faculty and finance.

However, the classification does not require a separate type or sub-type. The sector, provider type and sub-type, and the relationship type variables all apply to foreign providers. The parent or main campus would have to be stored on the *Register*, where the address would identify foreign providers. The information needed is a matter of public record and available either from the provider or government.

At a practical level, identifying these providers is challenging. Provinces that require foreign providers to have formal approval could provide the names of providers as part of regular updates to the *Register*. However, not all provinces have an approval process, and even when they do, that process is imperfect since it is not possible to track the work of distance education providers that accept Canadian students. The CSLP list includes foreign providers with programs recognized in Canada.

The issue of foreign campuses of Canadian providers is dealt with in the discussion of relationship type that follows.

Definitions of *university college* and *community college*

A few respondents asked for definitions of *university college* and *community college* even though the original proposal used the terms solely to reflect what the providers and organizations themselves used. No categories were created for these terms. Since the terms are not used in the CES classification, there is no need to define

them. Classification will continue to be based on criteria that do not include provider names. Again, the terms will only be used to reflect the terminology used by the providers and organizations themselves.

University college is a historic name that is likely used in the founding legislation for some institutions, giving it some legal basis. The term can be used by stand-alone institutions and by those that are or have become component parts of another institution. More recently, the term is also being used to name or describe community colleges that now award degrees.

The term *community college* is used by a small number of the institutions that form the Association of Canadian Community Colleges and is used by some providers that are not members. There appear to be no legal limitations on the use of the term, as there often is in the case of *university*. As one respondent said, the term can be somewhat "vague" and it is used inconsistently.

Differences between sub-types

The concern was raised that while each institution will be classified by a single sub-type, sub-types may not be mutually exclusive. *First Nations and Métis*, for example, would be classified as such rather than as *multi-purpose* or *special purpose*. The use of mutually exclusive categories is the objective of all classification. Where there is a conflict, the category that is expected to be most useful will be given priority.

First Nations and Métis

Several concerns were raised: the nomenclature; the counts of Aboriginal students; whether they should be a sub-sector as opposed to a type or sub-type; and the fact that as a sub-type it is impossible for the classification to reflect the possibility that there might be different types of Aboriginal providers.

First Nations and Métis was changed to *Aboriginal* to remain consistent with other Statistics Canada usage. The term is more inclusive as it comprises status and non-status Aboriginals, Métis and Inuit.

The concern with whether students are being counted as *Aboriginal* is related to the collection of student information through the Postsecondary Student Information System (PSIS) rather than to the classification of providers. PSIS codes classify a student's background, regardless of the type of provider attended.

Statistics Canada's Public Institutions Division (PID) divides the public sector into sub-sectors that include federal, provincial, local and "First Nations and other Aboriginal" governments. However, the CES does not need to divide the public sector into sub-sectors.

The original proposal identified Aboriginal as a sub-type, within *university and degree-granting* and *college and institute*. Therefore, it was not possible to identify Aboriginal as one of the other sub-types, as would be the case if an Aboriginal provider were to be identified as *primarily undergraduate* or *degree-granting college and institute.*

The solution to these concerns was to use a separate variable to identify Aboriginal providers.

Differentiation of *technical* and *vocational*

The CES was asked if it would continue to differentiate college-level from career technical and vocational. Providers are no longer so clearly differentiated along those lines, although the program differences are still important. Thus, the differentiation is more related to programs than to providers. The PSIS program information allows a differentiation much more detailed than this simple one.

Special-purpose

The concern that the difference between *special purpose* and *multi-purpose* might not be sufficiently clear has been addressed by clarifying the definitions. A *special purpose* provider typically awards a majority of its certificates, diplomas, or degrees in a single field, whereas *multi-purpose* providers offer a broad range of programs.

Another concern was that the inclusion of distance education was an exception, since the other special purpose sub-types deal with restricted scope of programs. Distance education providers are now identified using a separate identifier.

Some who experimented with the *Register* seemed concerned that special-purpose categories might contain a small number of institutions, and that the categorization might not be completely consistent. As for the number of providers, the intention was to create a grouping when there is a clear difference, even if the number of providers is quite small (say five), so that appropriate providers can be identified. As for consistency, in the absence of complete program information from each provider, the classification depends very much on information that is publicly available, usually on a provider's website.

Driver training was included as a special purpose category under the career colleges type. Since the CES is interested only in providers that teach driver training so people can earn a living as commercial drivers, rather than in driver training for those who want to drive a personal vehicle, the emphasis is reflected in the new name, *commercial driver training*.

Government – direct

The discussion paper proposed a *government – direct* type that would include educational services offered directly by government. Historically, these services have included agricultural and nursing schools; apprenticeship training; health-care training such as radiation therapy, respiratory therapy, and ultrasound diagnosis; and specialized schools operated by the federal or provincial governments to provide training for police, fire prevention officers, those who work in the forestry industry, and Coast Guard officers.

The *Register* is interested in these providers only if they offer educational services—courses or entire programs—to the general public or if they are the means of entry to a particular field. For example, anyone who wishes to become a flight controller or a Coast Guard officer must attend one of these schools. Likewise, the normal route to a trade is through an apprenticeship program.

There was no feedback on this proposal. In practice, however, the CES has classified these providers as *colleges and institutes*. Other than *apprenticeship*, very few were actually classified as *government – direct*. The revised proposal reflects the practice.

Adult education

There were strong expressions of support for the proposed creation of a *school board adult education* category. Some went further, and proposed a separate provider type for adult education, with subtypes such as school board, postsecondary institutions, First Nations and Métis, and independent centres.

The typology was revised accordingly to include a separate *adult education* type, to classify providers whose missions are to address those beyond normal school-leaving age upgrading needs, with sub-types along the lines recommended.

Some respondents raised a related issue: the classification might result in unreported information for continuing and distance education activities offered by universities and colleges.

Virtually all contemporary mainline providers have some adult education, whether it is defined in terms of client group (adults), subject area (sometimes upgrading, and sometimes credit-free liberal studies), or delivery method (usually scheduled outside of traditional academic hours). Those adult education activities would be reported to the CES along with all other student data, and would be identified separately in the program detail providers provide.

Language schools

A case was made that *language schools* should be categorized as a distinct group, separate from *career colleges*. One argument pointed out the need to identify these schools for research purposes, while another stated that language schools are totally distinct from career colleges.

To classify these schools, the *special purpose* sub-type for both the *college and institute* and *career college* types includes a *language* category. The criteria that distinguish the two types and the classification by sector apply to *language schools*. As well, membership in a language school association can be used to help classify these schools and to identify them for research purposes.

Consortium

There was no feedback to suggest that the *consortium* provider type should not exist; however, it did lead to requests for more information on what they are, on why category was being created, and for specifics on what is included.

In a few cases, such as the consortia created in Alberta in the 1980s, governments have created organizations that encourage inter-organizational co-operation, often to serve remote areas. More commonly, postsecondary providers need no encouragement from government to enter into relationships to achieve objectives they are unable to achieve on their own or that are better achieved when they work together. In some cases, the postsecondary providers formalize this inter-organizational co-operation and create a separate institution. This category is intended to include those formal relationships. Manitoba's Inter-Universities North is an example, involving the efforts of three Manitoba universities to serve the needs of people in the sparsely populated northern part of the province.

Student data from consortiums, and often data on finance and faculty, are generally reported by member providers. While such consortia are the sum of their member contributions and virtually no postsecondary activity would take place

without these contributions, consortia nonetheless have a corporate identity and are important to the delivery of postsecondary education in Canada. This category recognizes that reality and provides some measure of the arrangements for delivering educational services to geographic areas or in subject areas that would otherwise be underserved.

The term *consortium*, however, can be used to describe both a provider type and a relationship type. Thus, two providers that are members of a consortium might be said to be in a "consortium relationship." Since the CES wants to ensure that all postsecondary and adult education in Canada is taken into account, the *provider* is emphasized and a *consortium* is defined and identified as a provider type.

While there was no attempt to identify sub-types, the complex relationships among theological schools might be considered a separate type. In this case, the consortium may have a "life of its own," in the sense that it may have income independent of the members' contributions, exercise some control over student admission and graduation, or have some authority to hire faculty and teach courses in the name of the consortium. The Toronto School of Theology and the Vancouver School of Theology may be examples.

Relationship type

The original proposal used relationship type to describe the way institutions are related to one another, if at all. The concept of *campus* was added to track where students are being served and the use of *campus* led to the use of *main campus*. Thus, the *Register* displays relationships such as those given in the case of Laurentian University earlier. The difficulties raised are identified and answered below.

As noted in Section 1, the terminology was simplified to only three concepts: *parent*, *constituent part* and *campus*. Irrespective of the nomenclature in use, whether it is *school*, *centre*, *institute*, *faculty*, or even *franchise*, an entity will be considered a *parent* or a *constituent part* if it meets the criteria defining an institution, or a *campus* if it does not. This clarifies a number of interrelated problems with the initial definition of *campus*. In addition, the way the *Register* displays the term *main campus* leads to confusion between *parent* and *campus*. The *Register* does not display a main campus for all providers and the word *parent* never appears.

The *parent* is the first line in each entry. When the CES does not have permission to display the information about the parent, the relationship cannot be shown correctly and the following will be shown on the *Register*: "Information not disclosed at provider's request."

All providers have at least one campus (a main campus) and, in cases such as distance learning, the main campus is the administrative or head office. However, although every effort is made to show all campuses, there are not enough resources to do so.

Joint programs that involve two or more providers can be described using the program delivery descriptors in the PSIS program file. If and when the relationship between providers is formalized in the form of a consortium, it will be classified as a *consortium* under provider type.

In the case of *for-profit* providers, the proposal classifies franchises as constituent parts unless there is readily available information to the contrary. Limitations on freedom to change entrance requirements and programs can be part of the quality assurance approach to franchise operations. Nonetheless, franchise agreements are proprietary documents, and the CES has neither the authority nor the resources to review these in order to determine the amount of academic freedom held.

The CES will include foreign campuses of Canadian providers, although the practical difficulties already mentioned regarding obtaining information on campuses apply here as well.

Conclusion

Statistics Canada's challenge is to find a classification that reflects the country as a whole and respects existing usage as much as possible. The difficulty is that differences among jurisdictions make it difficult to apply one province's classification to another province or territory.

The Centre for Education Statistics (CES) will continue to receive feedback and the classification will continue to evolve. An important part of consultation has been ongoing use of the *Register of postsecondary and adult education providers* and the Centre's own experience with it. Users of the *Register* will become familiar with the classification and will continue to advise the CES of any concerns. Providers, associations, and governments are encouraged to use the *Register* to find out how providers are being classified, and to contact the CES with their questions or concerns.

Any changes to the classification and accompanying definitions will be announced on the *Register* website at http://www27.statcan.ca/IP_Internet/English/Browse/EntryForm.asp.

For more information, contact Client Services (toll-free 1-800-307-3382; 613-951-7608; fax: 613-951-4441; *educationstats@statcan.ca*), Culture, Tourism and the Centre for Education Statistics.

Appendix 1

Sources used by the *Register of Postsecondary and Adult Education Providers*

The *Register* is updated based on the following sources:

- Statistics Canada's Business Register (BR), which includes all units that have applied to the Canada Revenue Agency (CRA) for a business number. This number is required to pay Goods and Services Tax (GST) and to make contributions for federal programs such as Employment Insurance and the Canada Pension Plan.
- The providers' annual submissions of administrative data to the Centre for Education Statistics.
- The lists maintained by Human Resources and Social Development Canada for the management of the Canada Student Loans Program (CSLP).
- Provincial government lists of both public and private (including foreign) providers operating in their jurisdictions.
- Membership lists from national associations.

All of these sources are obtained on a regular basis, and the *Register* has been designed with a facility that allows a list to be "read in" and exceptions identified.

An advantage of the CSLP list is that any Canadian who wants a Canada Student Loan applies for a loan to pursue studies at a specific provider. Thus, every Canadian becomes a source of information on organizations that are offering courses or programs and indirectly helps to maintain these lists. The same can be said about the lists maintained so that the CRA is able to administer individual claims for tuition tax credits. This is especially useful for identifying private providers, and the CES intends to access this source.

By using these sources, the CES will maintain a list of providers that provides a far more comprehensive picture of postsecondary and adult education than lists used in the past. Equipped with a comprehensive, current and accurate list, the CES will be able to undertake its surveys using either a sample or the universe of all providers that meet certain requirements.

So far, the focus has been on public and private not-for-profit postsecondary providers. In the longer term, the goal of the CES is to create a list of private for-profit providers and to collect statistics on a regular basis from those providers. The sources above would allow the creation of such a list.

On two occasions, the CES has undertaken surveys of private vocational schools. Those surveys were limited because the CES did not have a reliable list of

private for-profit providers—because such a list did not exist. Estimates of their numbers vary widely depending on the source used. In 2004, the National Association of Career Colleges (NACC) had approximately 420 members, the CSLP had almost 1,000 designated private providers, and Statistics Canada's Business Register had approximately 10,000 private educational institutions.

Appendix 2

Carnegie Foundation for the Advancement of Teaching

A recurring issue raised in the feedback to the 2004 discussion paper was the use of the classification used in the *Maclean's* magazine annual ranking of Canadian universities. Some respondents approved of using *Maclean's*, while others demurred or said that the Carnegie classification (an American classification) should be used. One respondent suggested that Statistics Canada should develop an alternative.

It does not seem to be well recognized that the *Maclean's* classification is, in fact, the Carnegie classification. *Maclean's* first ranking placed all Canadian universities in a single category. That quickly led to the realization that not all universities were the same and to the adoption of the Carnegie classification. The proposals in the discussion paper adopted the classification for university and degree-granting institutions for several reasons. For example, it is used widely in research circles, as well as by Canada's major trading partner. It is also used because it has become the *de facto* Canadian classification, thanks to researchers and its popularization through Maclean's.

History[8]

When the Carnegie Commission on Higher Education was created in 1967, it needed to create a classification scheme that differentiated colleges and universities along the dimensions that were most relevant to the Commission's analytical work. In 1973, the Commission published its classification for the benefit of other researchers. The classification was quickly accepted in the research community and has become the major way researchers characterize and control for differences and that others have used to describe, characterize, and categorize colleges and universities.[9] From its creation, the Carnegie Classification was intended to make it possible for academic researchers, institutional research staff, and other education analysts to identify groups of roughly comparable institutions.

Since 1973, the classification has been updated several times (in 1976, 1987, 1994, 2000 and 2005-2006) to reflect changes in the number and nature of institutions (the result of openings, closings, and mergers, and of changes in institution offerings and activities). All editions are based on the secondary analysis of national data that is available for all institutions. Much of the data used has come from the Integrated Postsecondary Education Data System (IPEDS) data collections on institutional characteristics, completions, and faculty. Other data are from the College Board Annual Survey of Colleges and the National Science Foundation (NSF) surveys of research and development expenditures and research staff. In each case, Carnegie considers currency more important than temporal alignment of data sources.

2005-06 Edition

The 2005-06 edition of the Carnegie classification is very different from earlier versions. Most obviously, more than one classification based on national data is now available; none of the classifications are published; all of the classifications are available online; researchers are able to customize listings; and elective classifications are available for institutions willing to contribute data that goes beyond the national data collections. "Control" (*public, not-for-profit, for-profit*) is handled somewhat differently, and users are able to generate listings by "control." The 1973 to 1994 versions simply used public and private; the 2000 version broke private into for-profit and not-for-profit.

The *traditional* classification (updated) is now available as the *basic* classification. Five new classifications make it possible to look at higher education in several different ways and illustrate how colleges and universities are similar or different. These classifications are characterized in Table 5.

Elective classifications are also under development. The first of these will focus on community engagement and efforts to assess and improve undergraduate education. Unlike the *basic* and five new classifications, the *elective* classifications will rely on institutions to voluntarily document aspects of their activity that are not reflected in the national data. Whereas the Basic and five new classifications include every institution, the *elective* classifications will include only those institutions that have submitted data.

By providing more classifications and online tools, Carnegie is allowing researchers to choose the classification best suited to their analytic needs. The online tools make it possible to create customized listings, and to search for individual institutions.

Comparison with Canada

Work at the Centre for Education Statistics (CES) differs significantly from that at the Carnegie Foundation. Statistics Canada is a data collection agency; therefore, classification is a basic tool needed to ensure that data is collected and interpreted properly. Carnegie does not collect data, but uses data from other organizations for its classification. While this gives the Foundation some freedom, it also means that it must convince others to collect any additional data that might help with classification. By comparison, the CES works within a data collection agency and, theoretically, has enormous data collection capacity. At the same time, the CES may need to work with limited resources and must sometimes convince other Statistics Canada divisions to add to its collection.

While the CES is attempting to deal with the entirety of postsecondary and adult education, Carnegie deals only with higher education. It is that classification that has influenced CES thinking about the classification of postsecondary institutions, and especially about university and degree-granting institutions. The American experience with associate degrees calls for the separate *Associate's Colleges* category in the Carnegie classification. The Canadian experience with changes in *colleges and institutes* has lead to the *degree-granting college and institute* sub-type.

The level of degree offered is now the major distinguishing factor in the basic Carnegie classification. Carnegie is able to use degree level because it can draw on

a national survey of institutional characteristics[10] that is undertaken every other year by the National Centre for Education Statistics. Canada has no such survey and no database from which to draw these data. The CES can classify providers as originally proposed (the earlier version of Carnegie) by using the data it collects from the larger providers along with publicly available data on other providers. Once the CES has the resources to collect data from the other providers, it will be in a position to use program information.

Table 5

The Basic Carnegie classification and five new classifications

The Basic classification

Type(and number of sub-types)	Description
Associate's Colleges[1] (14 sub-types)	Institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of undergraduate degrees.
Baccalaureate Colleges[1] (3 sub-types)	Generally[11] includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's and 20 doctoral degrees per year.
Master's Colleges and Universities[1] (3 sub-types)	Generally includes institutions that award at least 50 master's degrees per year.
Doctorate-granting Universities[1, 2] (3 sub-types)	Institutions that award at least 20 doctoral degrees per year.
Special Focus Institutions[3] (9 sub-types)	Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees is in a single field or set of related fields.
Tribal Colleges	Colleges and universities that are members of the American Indian Higher Education Consortium.

Five new classifications

Name	Focus	Key questions
Undergraduate instructional program	Instructional program (undergraduate and graduate)	What is taught?
Graduate instructional program		
Enrolment profile	Student profile (one describes the mix of undergraduate and graduate/professional students, and one describes the undergraduate population).	To whom is it taught?
Undergraduate profile		
Size and setting	Size and residential characteristics.	In what setting is it taught?

1. Excludes institutions eligible for classification as Tribal Colleges or Special Focus Institutions.
2. Excludes doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc
3. Excludes Tribal Colleges.

Appendix 3

North American Industrial Classification System

When the 2004 version of "A new understanding of postsecondary education in Canada: A discussion paper" was released, the North American Industrial Classification (NAICS) was undergoing revision. Nonetheless, Section 61, which addresses education in the new 2007 NAICS, is identical to the treatment of education in the 2002 NAICS.

The NAICS classifies the educational services "industry," including support services such as psychologists in private practice, in the seven major sub-categories of NAICS 61 (see Table 6). The scheme cannot represent the complexity and richness of education and it can be difficult to know where to find specific types of institutions. Although universities and community colleges each have their one group, if they are specialized they might be found in *business*, *technical*, or *other*. Career colleges that are multi-purpose are mainly coded as *community colleges and CEGEPs*; specialized career colleges are generally in the *business*, *technical*, or *other*. Adult education and career counselling is coded to *other schools and instruction*. Other important educational activities are coded under NAICS 62, which is not *education services*. For example, adult literacy and upgrading offered in a community centre (as with the Native friendship centres) is coded to NAICS 62, which deals with *health care and social assistance*; within that, they are coded to 624190 – *other individual and family services*.

Perhaps because the NAICS is an industry classification, the conventions for adding or changing codes emphasize the financial impact of the sector. The grouping represented by a new code must, for example, have minimum gross revenue of $300 million. Changes require substantial justification along these lines, and the CES will be working towards changes in future. The revision process starts about five years in advance to allow sufficient time.

Until the NAICS can be revised, the CES will proceed with a separate typology and will use a concordance to relate its work with NAICS.

Table 6

NAICS coding of educational services

61	Educational Services
61 11	Elementary and Secondary Schools
61 12	Community Colleges and CEGEPs
61 13	Universities
61 14	Business Schools and Computer and Management Training
61 14 1	Business and Secretarial Schools
61 14 2	Computer Training
61 14 3	Professional and Management Development Training
61 15	Technical and Trade Schools
61 16	Other Schools and Instruction
61 16 1	Fine Arts Schools
61 16 2	Athletic Instruction
61 16 3	Language Schools
61 16 9	All Other Schools and Instruction
61 17	Educational Support Services

Appendix 4

Related US websites

http://www.carnegiefoundation.org/about/	The Carnegie Foundation for the Advancement of Teaching.
http://www.carnegiefoundation.org/classifications/	The Carnegie classification of institutions of higher education.
http://nces.ed.gov/ipeds.asp	The Integrated Postsecondary Education Data System (IPEDS) managed by the National Center for Education Statistics (NCES) is the source of much of the data used for the Carnegie classification.
http://www.nsf.gov/	The National Science Foundation is the source of other data used for the Carnegie classification.

Endnotes

1. R.A. Crowson. *Classification and Biology* (London: Heinemann Educational Books, 1970).
2. The Statistics Canada typology also defines a *Public – Government Business Enterprise* category that is not used to apply to postsecondary institutions. Statistics Canada's Public Institutions Division (PID) uses government control as the key criterion for inclusion in the public sector. For a discussion of the way the public sector is defined at Statistics Canada, see the *Guide to the Public Sector of Canada*, available from (PID). Furthermore, although PID uses sub-sectors in the case of the public sector (Federal, Provincial, Local, First Nations and other aboriginal government), the CES needs to classify institutions at the highest level only.

   The OECD has also grappled with the classification of educational institutions according to sector. See: *2001 Data Collection on Education Systems, Definitions, Explanations, and Instructions*, Paris: OECD, 2001. p. 49; or see p. 13 of the 2004 CES discussion paper.
3. Some of the ideas in Table 3 have been adopted from an unpublished paper by Michael L. Skolnik: "The Relationship of the Community College to the University and Other Providers of Postsecondary and Adult Education in Canada," prepared for Human Resources Development Canada, June 2003.
4. This and subsequent references to the similarity to *Maclean's* refer to the typology in use at the time of writing.
5. Internationally, *provider* can be found in documents published by UNESCO, the International Association of Universities (IAU), and World Education Services (WES); sometimes the terms *institution* and *provider* are used together, as in *higher education institutions/providers*. In Canada, the term can be found in documents published by the Association of Universities and Colleges of Canada (AUCC) and various ministries of education. In Europe, the European University Association (EUA) and the European Centre for Higher Education have used the term, the United Kingdom has a "register of education and training providers", and UNESCO and CEPES (Centre européen pour l'enseignement supérieur) have worked to develop a database of "Transnational Education Providers in the Europe Region." Australia's Department of Education, Employment and Workplace Relations says "The higher education sector in Australia is made up of universities and other higher education institutions – or higher education providers." New Zealand refers to its "public tertiary education providers." In the United States, the term is used by the American Council on Education (ACE) and the Council for Higher Education Accreditation (CHEA). *Providers* is also widely used by organizations that span the adult and higher education worlds, such as the National Council of Examiners for Engineering and Surveying (NCEES), the American Medical Association (AMA), the Society of Health-System Pharmacists (ASHP), and the American Nurses Credentialing Center (ANCC).
6. For a discussion of some of this issue in the popular press, see "Not all degrees are created equal" by Erin Millar in Maclean's, April 2, 2007.
7. British Columbia, Alberta, and Ontario require out-of-province institutions to obtain approval to operate in the province. Other provinces may have similar requirements.
8. This summary is adapted from material available on the Carnegie Foundation website.
9. Alexander C. McCormick, "Rethinking and Reframing the Carnegie Classification", *Change*, September/October 2005, pp 51-57.
10. Carnegie uses completions surveys as well as the institutional characteristics survey to assign institutions to degree level categories.
11. In December 2006, some institutions that had been classified among Master's College and Universities were given the option of classification among Baccalaureate Colleges based on their overall profile. For information see www.carnegiefoundation.org/classifications/index.asp?key=798

Culture, Tourism and the Centre for Education Statistics

Research Papers

Cumulative index

Statistics Canada's **Division of Culture, Tourism and the Centre for Education Statistics** develops surveys, provides statistics and conducts research and analysis relevant to current issues in its three areas of responsibility.

The **Culture Statistics Program** creates and disseminates timely and comprehensive information on the culture sector in Canada. The program manages a dozen regular census surveys and databanks to produce data that support policy decision and program management requirements. Issues include the economic impact of culture, the consumption of culture goods and services, government, personal and corporate spending on culture, the culture labour market, and international trade of culture goods and services. Analysis is also published in *Focus on Culture* (87-004-XIE, free, http://www.statcan.ca/bsolc/english/bsolc?catno=87-004-X).

The **Tourism Statistics Program** provides information on domestic and international tourism. The program covers the Canadian Travel Survey and the International Travel Survey. Together, these surveys shed light on the volume and characteristics of trips and travellers to, from and within Canada.

The **Centre for Education Statistics** develops and delivers a comprehensive program of pan-Canadian education statistics and analysis in order to support policy decisions and program management, and to ensure that accurate and relevant information concerning education is available to the Canadian public and to other educational stakeholders. The Centre conducts fifteen institutional and over ten household education surveys. Analysis is also published in *Education Matters* (81-004-XIE, free, http://www.statcan.ca/bsolc/english/bsolc?catno=81-004-X), and in the *Analytical Studies Branch research paper series* (11F0019MIE, free, http://www.statcan.ca/bsolc/english/bsolc?catno=11F0019M).

Following is a cumulative index of Culture, Tourism and the Centre for Education Statistics research papers published to date

Research papers

81-595-M no. 001	Understanding the rural-urban reading gap
81-595-M no. 002	Canadian education and training services abroad: the role of contracts funded by international financial institution
81-595-M No. 003	Finding their way: a profile of young Canadian graduates
81-595-M No. 004	Learning, earning and leaving – The relationship between working while in high school and dropping out
81-595-M No. 005	Linking provincial student assessments with national and international assessments
81-595-M No. 006	Who goes to post-secondary education and when: Pathways chosen by 20 year-olds
81-595-M No. 007	Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS)
81-595-M No. 008	The labour market impacts of adult education and training in Canada
81-595-M No. 009	Issues in the design of Canada's Adult Education and Training Survey
81-595-M No. 010	Planning and preparation: First results from the Survey of Approaches to Educational Planning (SAEP) 2002
81-595-M No. 011	A new understanding of postsecondary education in Canada: A discussion paper
81-595-M No. 012	Variation in literacy skills among Canadian provinces: Findings from the OECD PISA
81-595-M No. 013	Salaries and salary scales of full-time teaching staff at Canadian universities, 2001-2002: final report
81-595-M No. 014	In and out of high school: First results from the second cycle of the Youth in Transition Survey, 2002
81-595-M No. 015	Working and Training: First Results of the 2003 Adult Education and Training Survey
81-595-M No. 016	Class of 2000: Profile of Postsecondary Graduates and Student Debt
81-595-M No. 017	Connectivity and ICT integration in Canadian elementary and secondary schools: First results from the Information and Communications Technologies in Schools Survey, 2003-2004
81-595-M No. 018	Education and Labour Market Pathways of Young Canadians Between age 20 and 22: an Overview
81-595-M No. 019	Salaries and salary scales of full-time teaching staff at Canadian universities, 2003-2004
81-595-M No. 020	Culture Goods Trade Estimates: Methodology and Technical Notes
81-595-M No. 021	Canadian Framework for Culture Statistics

Following is a cumulative index of Culture, Tourism and the Centre for Education Statistics research papers published to date

Research papers

81-595-M No. 022	Summary public school indicators for the provinces and territories, 1996-1997 to 2002-2003
81-595-M No. 023	Economic Contribution of Culture in Canada
81-595-M No. 024	Economic Contributions of the Culture Sector in Ontario
81-595-M No. 025	Economic Contribution of the Culture Sector in Canada – A Provincial Perspective
81-595-M No. 026	Who pursues postsecondary education, who leaves and why: Results from the Youth in Transition Survey
81-595-M No. 027	Salaries and salary scales of full-time teaching staff at Canadian universities, 2002-2003: final report
81-595-M No. 028	Canadian School Libraries and Teacher-Librarians: Results from the 2003/04 Information and Communications Technologies in Schools Survey
81-595-M No. 029	Manitoba Postsecondary Graduates from the Class of 2000: How Did They Fare?
81-595-M No. 030	Salaries and Salary Scales of Full-time teaching Staff at Canadian Universities, 2004-2005: Preliminary Report
81-595-M No. 031	Salaries and salary scales of full-time teaching staff at Canadian universities, 2003-2004: final report
81-595-M No. 032	Survey of Earned Doctorates: A Profile of Doctoral Degree Recipients
81-595-M No. 033	The Education Services Industry in Canada
81-595-M No. 034	Connectivity and ICT Integration in First Nations Schools: Results from the Information and Communications Technologies in Schools Survey, 2003/04
81-595-M No. 035	Registered Apprentices: A Class Ten Years Later
81-595-M No. 036	Participation in Postsecondary Education: Evidence from the Survey of Labour Income Dynamics
81-595-M No. 037	Economic Contribution of the Culture sector to Canada's Provinces
81-595-M No. 038	Profile of Selected Culture Industries in Ontario
81-595-M No. 039	Factors Affecting the Repayment of Student Loans
81-595-M No. 040	Culture Goods Trade Data User Guide
81-595-M No. 041	Health Human Resources and Education: Outlining Information Needs
81-595-M No. 042	How Students Fund Their Postsecondary Education: Findings from the Postsecondary Education Participation Survey
81-595-M No. 043	Educational Outcomes at Age 19 Associated with Reading Ability at Age 15

Following is a cumulative index of Culture, Tourism and the Centre for Education Statistics research papers published to date

Research papers

81-595-M No. 044	Summary Public School Indicators for the Provinces and Territories, 1997-1998 to 2003-2004
81-595-M No. 045	Follow-up on Education and Labour Market Pathways of Young Canadians Aged 18 to 20 – Results from YITS Cycle 3
81-595-M No. 046	Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, 2005/2006: Preliminary Report
81-595-M No. 047	Canada Student Loans Repayment Assistance: Who Does and Does Not Use Interest Relief?
81-595-M No. 048	Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, 2004/2005: Final Report
81-595-M No. 049	Educating Health Workers: A Statistical Portrait
81-595-M No. 050	Summary Public School Indicators for the Provinces and Territories, 1997-1998 to 2003-2004
81-595-M No. 051	Culture Employment in a North American Context
81-595-M No. 052	Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, 2006/2007: Preliminary Report
81-595-M No. 053	Towards a Geography of Culture: Culture Occupations Across the Canadian Urban-Rural Divide
81-595-M No. 054	Education-to-Labour Market Pathways of Canadian Youth: Findings from the Youth in Transition Survey
81-595-M No. 055	High School Dropouts Returning to School
81-595-M No. 056	Trade in Culture Services A Handbook of Concepts and Methods
81-595-M No. 057	Educational Outcomes at Age 19 by Gender and Parental Income: A First Look at Provincial differences
81-595-M No. 058	Postsecondary Enrolment Trends to 2031: Three Scenarios
81-595-M No. 059	Participation in Postsecondary Education: Graduates, Continuers and Drop Outs, Results from YITS Cycle 4
81-595-M No. 060	Sport Participation in Canada, 2005
81-595-M No. 061	Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, 2005/2006: Final Report
81-595-M No. 062	Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, 2007/2008: Preliminary Report
81-595-M No. 063	Registered Apprentices: The Cohort of 1993, a Decade Later, Comparisons with the 1992 Cohort
81-595-M No. 064	Creative Input: The Role of Culture Occupations in the Economy During the 1990s
81-595-M No. 065	Doctoral Graduates in Canada: Findings from the Survey of Earned Doctorates, 2004/2005

Following is a cumulative index of Culture, Tourism and the Centre for Education Statistics research papers published to date

Research papers

81-595-M No. 066	Understanding Culture Consumption in Canada
81-595-M No. 067	Summary Public School Indicators for the Provinces and Territories, 1999/2000 to 2005/2006
81-595-M No. 068	Educating Health Workers: Provincial Results
81-595-M No. 069	Doctorate Education in Canada: Findings from the Survey of Earned Doctorates, 2005/2006
81-595-M No. 070	Postsecondary Education – Participation and Dropping Out: Differences Across University, College and Other Types of Postsecondary Institutions
81-595-M No. 071	Statistics Canada's Definition and Classification of Postsecondary and Adult Education Providers in Canada